TOPIC: COLORADO COMMUNITY COLLEGE SYSTEM

DEVELOPMENTAL EDUCATION TASKFORCE (DETF)

PREPARED BY: TAMARA WHITE JOHNSON, DIRECTOR OF ADMISSION AND

ACCESS POLICY AND DR. GERI ANDERSON, VICE PRESIDENT AND PROVOST OF THE COLORADO

COMMUNITY COLLEGE SYSTEM

I. <u>SUMMARY</u>

The Colorado Community College System (CCCS) charged a group of faculty, staff, and administrations (the Developmental Education Task Force, DETF) to review developmental education practices in the system and to make recommendations on what steps the system will take to deliver developmental education in more streamlined and efficient ways, resulting in greater student success. In addition to system membership, members include faculty from AIMS, CMC, and CMU as well as staff from CDHE and the Denver Scholarship Foundation.

Through data and research in structure and policy, the DETF has holistically examined the role that developmental education plays in overall student success. The DETF has been charged to:

- 1. Review and clarify the purpose of developmental education and analyze implications for policy and practice resulting from a clarified purpose.
- Review current system policies and practices related to developmental education and propose revisions that will promote greater student success in alignment with sound academic principles and practice.
- 3. Investigate and analyze measures of success, data reports and studies on success of developmental education students.
- 4. Examine structures for developmental education, highlighting innovative and successful strategies, improving the student experience and identifying barriers to success.
- 5. On the basis of a comprehensive review, recommend broad strategies and specific initiatives related to developmental education that should be pursued by Colorado's Community College System Colleges, leading to enhanced outcomes for student learning and success.

II. <u>BACKGROUND</u>

"The more levels of developmental courses a student needs to go through, the less likely that student is to ever complete college English or math" (Bailey, 2009).

In CCCS, nearly 1/3 of our students enroll needing at least one developmental education course. Of those who need developmental courses, 60% of our total developmental enrollment is in math, 25% in English, and 13% in reading. The traditional course sequence in math is four developmental courses; in reading and English there are three courses in the traditional course sequence.

Literature on developmental education has documented well why high attrition rates are a structural problem. If a student places two levels below a college course in English or Math there are 5 "exit points": do they pass the first course, do they enroll in the next course, do they pass the second course, do they enroll in the college course, do they pass the college course? Even with individual course pass rates at 70% and keeping 94% of a student group between courses at the end of this sequence we would still only have 30% of a cohort of students who could make it through a college level course. Our goal is to find ways to move students quickly and effectively through their first college level course.

The DETF group has looked at a number of possibilities including compressing existing levels of coursework, creating mechanisms that bypass remedial levels, mainstreaming students into college-level courses with supplemental instruction, integrating reading and writing courses that replace multiple levels of reading and writing, creating paths in math to allow students flexibility off of the traditional algebra sequence, and contextualizing instruction in career and technical programs to get students into college courses at the point of initial enrollment. Data and information from a number of national models and also some local innovations and successes has been explored by the group.

Key themes that have emerged include: success in a college course not in the developmental sequence needs to be the outcome measure for success, time is the greatest barrier to student success in a college course, redesign needs to use evidence based practices, continuous improvement is essential to long-term success, and the developmental curriculum should be transformative and have college preparatory skills imbedded in it.

The DEFT will present recommendations to the State Board for Community Colleges and Occupational Education (SBCCOE) in December.

III. STAFF ANALYSIS

The Remedial Education policy review task force is very interested in the work of the DEFT. We have two members from their task force on our Remedial Education task force to make sure communication is continuous. The DETF will only make changes to the Colorado Community College System, and the Remedial Education policy review group will look at their recommendations to see what should be recommended for implementation statewide.

IV. STAFF RECOMMENDATIONS

No action is required. This is an information item only.